



Marshall Elementary

1441 Marshall St.
Orangeburg, SC 29115

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 922 Students | |
| Principal | Penny Sturgill | 803-534-7865 |
| Superintendent | Cynthia Wilson | 803-534-5454 |
| Board Chair | Mary Ulmer | 803-747-8031 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2012 | Average | Below Average |
| 2011 | Average | Average |
| 2010 | Below Average | Average |
| 2009 | Below Average | Below Average |
| 2008 | Below Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

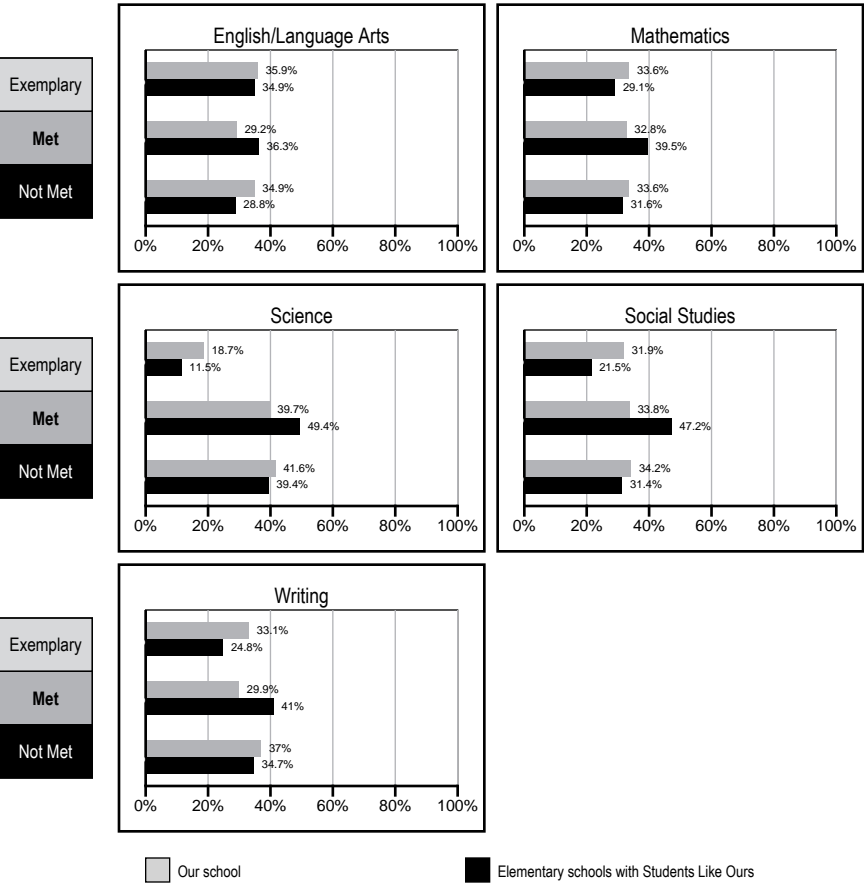
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 9 | 19 | 93 | 16 | 4 |

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=922) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 94.7% | 100.0% | 100.0% |
| Retention rate | 2.4% | No Change | 1.4% | 1.0% |
| Attendance rate | 96.8% | Up from 96.4% | 96.3% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=53) | | | | |
| Teachers with advanced degrees | 69.8% | Down from 78.4% | 61.0% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 86.8% | Down from 87.7% | 88.2% | 88.7% |
| Teacher attendance rate | 98.9% | Up from 95.3% | 94.8% | 95.1% |
| Average teacher salary* | \$45,172 | Down 4.6% | \$46,246 | \$47,210 |
| Professional development days/teacher | 9.2 days | Down from 15.1 days | 10.7 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 27.5 to 1 | Up from 25.1 to 1 | 19.3 to 1 | 20.0 to 1 |
| Prime instructional time | 94.9% | Up from 89.3% | 89.8% | 90.5% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$6,446 | Down 5.4% | \$7,390 | \$7,247 |
| Percent of expenditures for instruction** | 73.4% | Up from 71.9% | 67.4% | 68.2% |
| Percent of expenditures for teacher salaries** | 68.5% | Down from 69.3% | 64.3% | 65.7% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Marshall Elementary School's mascot is the bumblebee. Its ability to fly defies the theory of aerodynamics and achievement of the impossible. Students, parents, faculty, and staff at Marshall are demonstrating daily the ability to reach for the impossible. We work hand in hand to achieve success, create an innovative, exciting learning environment, lead by example, and face challenges knowing that we can achieve the impossible.

During the 2011-2012 school year, we have definitely demonstrated our ability to spread our wings and fly. We had the opportunity to participate in Healing Species. Healing Species is the first student intervention program in the nation addressing issues of the heart to overcome violence, bullying and crime – with the assistance of rescued dogs – dogs nobody else wanted. Healing Species is the "first of its kind" and paving a new standard among results-oriented programming.

In addition, Marshall takes pride in many of our school-wide initiatives geared at educating the whole child. Character education is emphasized school-wide. We have implemented programs such as PBIS (Positive Behavioral Intervention Strategies), which focuses on the positive choices made by students. Students earn Bee bucks that can be spent to purchase items or participate in school wide incentives. We use a three tiered intervention model to address the varying need of our children. We also began a Spanish class to ensure that our children have exposure to a foreign language at an early age.

Marshall Elementary School understands that in order to continue on our flight and achieve all goals, we must be a true professional learning community for all stakeholders. Teachers and staff are participating in training and in-services across the curriculum and are constantly analyzing data. Data results are the driving force behind our instruction and for making positive decisions.

Although we are taking flight and achieving success, we realize the constant need for growth and improvement. Our data indicates a strong need to focus on mathematics. The school is in the process of creating a plan of action to address this area of weakness. Parental involvement remains a concern at Marshall. Our School Improvement Council administered a survey to parents in order to identify their needs. The results indicated that many of our parents would like the school to offer Saturday Workshops. We will be implementing this strategy during the upcoming school year.

With the determination of all "bees" working together, we will continue to take flight and reach the level of success deemed impossible!

Don Doggett, Principal

Anthony Bell, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 49 | 120 | 40 |
| Percent satisfied with learning environment | 55.1% | 61.3% | 91.7% |
| Percent satisfied with social and physical environment | 64.6% | 60.5% | 86.8% |
| Percent satisfied with school-home relations | 61.2% | 80.2% | 89.5% |

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

| | |
|-------------------------------|------|
| Overall Weighted Points Total | 92.8 |
| Overall Grade Conversion | A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Marshall Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☒ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.0% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.5% | 0.0% | No |
| Student attendance rate | 96.8% | 94.0%* | Yes |

* Or greater than last year

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 648.5 | 645.5 | 617.1 | 634.4 | 100.0 | 100.0 |
| Male | 648.2 | 648.5 | 625.2 | 638.9 | 100.0 | 100.0 |
| Female | 648.8 | 642.9 | 610.9 | 630.7 | 100.0 | 100.0 |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 644.0 | 641.7 | 613.2 | 628.8 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 600.6 | 585.9 | 565.1 | 580.8 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 640.2 | 636.9 | 608.2 | 623.2 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

Abbreviations for Missing Data

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2011 | 3 | 107 | 99.1 | 34.3 | 27.5 | 38.2 | 65.7 |
| | 4 | 111 | 100 | 45.1 | 37.3 | 17.6 | 54.9 |
| | 5 | 126 | 99.2 | 25.8 | 46.8 | 27.4 | 74.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 147 | 100 | 25.4 | 26.1 | 48.6 | 74.6 |
| | 4 | 134 | 100 | 37.2 | 31 | 31.8 | 62.8 |
| | 5 | 137 | 100 | 42.2 | 29.7 | 28.1 | 57.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2011 | 3 | 107 | 100 | 50.5 | 24.3 | 25.2 | 49.5 |
| | 4 | 111 | 100 | 42.2 | 43.1 | 14.7 | 57.8 |
| | 5 | 126 | 99.2 | 42.7 | 37.9 | 19.4 | 57.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 147 | 100 | 31.9 | 26.8 | 41.3 | 68.1 |
| | 4 | 134 | 100 | 33.3 | 34.9 | 31.8 | 66.7 |
| | 5 | 137 | 99.3 | 35.4 | 37.8 | 26.8 | 64.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2011 | 3 | 53 | 100 | 51 | 33.3 | 15.7 | 49 |
| | 4 | 110 | 100 | 48.5 | 47.5 | 4 | 51.5 |
| | 5 | 63 | 100 | 42.9 | 44.4 | 12.7 | 57.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 75 | 100 | 38 | 33.8 | 28.2 | 62 |
| | 4 | 134 | 100 | 39.5 | 45.7 | 14.7 | 60.5 |
| | 5 | 67 | 100 | 48.4 | 30.6 | 21 | 51.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2011 | 3 | 55 | 100 | 41.5 | 37.7 | 20.8 | 58.5 |
| | 4 | 110 | 100 | 23.8 | 52.5 | 23.8 | 76.2 |
| | 5 | 63 | 98.4 | 44.3 | 36.1 | 19.7 | 55.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 74 | 100 | 40.6 | 29 | 30.4 | 59.4 |
| | 4 | 133 | 100 | 27.3 | 39.8 | 32.8 | 72.7 |
| | 5 | 70 | 98.6 | 40 | 29.2 | 30.8 | 60 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 126 | 99.2 | 22.6 | 41.9 | 35.5 | 77.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 138 | 98.6 | 37 | 29.9 | 33.1 | 63 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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